Start Locally, Connect Globally

* **Describe characteristics of disciplined inquiry and in-depth understanding.**
  + Understanding is making human sense out of history.
  + Students studied the concept of *Fame* by surveying other children on how they viewed fame.
  + Students had to asked themselves what people might have needed to take on their ships when going on long voyages in the 1400-1500s in *Group Two: Life in a Small Place*.
* **Describe examples of primary sources used.**
  + Because students were new to inquiry the teacher provide sources for students to use during class activities.
  + Teacher provided books and carts for students to use in *Group Three: Seeds of Change*.
* **Provide examples of application of GRASP frame.**
  + Students assumed the role of a cartographer in *Group One: A Global Perspective*.
  + Students assumed the role of an illustrator in *Group Two: Life in a Small Place* & *Group Three: Seeds of Change*.
  + Students assumed the role of a historian in *Group Four: Counting the Days* & *Group Five: How long is a Century*.
* **Describe examples of enduring understandings and essential questions.**
  + Why do we celebrate Columbus Day?
  + Is Christopher Columbus famous?
  + What would a person need in those days (late 1400s) to travel across such as large body of water?
  + What do you think it was like living 500 years ago?
  + How did people travel those days (500 years ago)?
  + More Examples on p61
* **Describe examples of what students should know and be able to do.**
  + *Group One: A Global Perspective* – Funding of the Columbus Voyage, where the kings lived, areas Columbus wanted to travel too, Columbus’ route.
  + *Group Two: Life in a Small Place – Necessities for a voyage in 1400-1500s and 1400-1500s ship life.*
  + *Group Three: Seeds of Change* – New plants unfamiliar to Europeans of that time.
  + *Group Four: Counting the Days –* How long Columbus’ voyage lasted
  + *Group Five: How long is a Century*. – How long has it been from Columbus’ voyage.
* **Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.** 
  + *Group Three: Seeds of Change –* Students could have the choice of writing a paragraph on unfamiliar American plants to Europeans.

**Common Experiences and Critical Perspectives in World History**

Describe characteristics of disciplined inquiry and in-depth understanding.

* In Portable Archives
  + Walt Attaches a set of questions to guide the students in their analysis
* Double entry journal-
  + Ask students to provide supporting information for opposing or counter arguments.
  + And ask them what those arguments might be
* Charting people and Key Events-
  + Conducted research in class to equalize the use of technology, read a book about south Africa and have small group discussions.
  + Discuss different versions of the Christopher Columbus story.

Describe examples of primary sources used

* Portable Archives-
  + Walt put together sets of Primary and secondary sources for students to use.
* Double entry journal-
  + Students list the source of information, then in first column they explain the position of the document, and in the second column they describe a possible counter argument.
* Charting people and Key Events-
  + A guest speaker who may have firsthand knowledge of event in the country being discussed.

Provide examples of application of GRASP frame.

Goal-Explore and analyze governments and their citizens and how to initiate change.

Role- Reporter or information sharer as well as being an informed citizen.

Audience- Fellow students, Bigots or anyone curious about Who Nelson Mandela was or what has happened in Africa during the last two decades.

Situation- Students will learn how to research and analyze information and be able to provide support for differing viewpoints during a debate.

Products or Performances- Participate intellectually in a class discussion or debate.

Standards- Organize events and people in a timeline and participate in a debate/ discussion.

Describe examples of enduring understandings and essential questions

* What forces have created, encouraged, or inhibited human movement?
* What factors have enhanced and inhibited the spread of ideas, goods, and cultures?
* How has human interaction led to conflict and/or cooperation?
* Portable Archives- What way do these sources represent different perspectives.
* Double Entry journal- What might counter arguments be for these issues.
* Charting Key People and events- For Kindergarten, why should be/is Columbus famous-

Describe examples of what students should know and be able to do.

* Portable Archives- The teach has provided primary source documents and Analysis questions After this activity students should be able to find and analyze their own primary source documents
* Double Entry journal- Students can use research to support thoughts and ideas.
* Charting Key people and Events- By Charting people and information as well as how to place information in Graphic organizers to keep track of differing viewpoints

Provide three examples of how you could apply differentiated instruction to these learning activities and/or assessments.

* Portable archives- (Process & Product) primary and secondary resources are provided as a source of modeling and questions are also given, You can ask the student to seek answers for their own Analysis questions, Or have them search for and find a few additional Primary resources to add to their research.
* Charting Key People and Events- (Product) Initially the students have to participate in discussions. They could prepare an informational pamphlet or film a “News Cast” or “Documentary” where they can impart their research.